

Unit 5: Lesson 21

This week we will continue discussing the Civil Rights Movement as it pertains to Ruby Bridges, Melba Pattillo, and the integration of schools. We will use fiction and non-fiction text to explore story structure and problem/solution scenarios.

Day 1

Read and discuss *Two Bad Ants* from Journeys T29-T37. Have students use knowledge learned over past few weeks to answer questions and make inferences while reading. Use the story to guide instruction on story structure, characters, problem and solution. Have students think about the problem in the story and how it is solved.

Assessment/Evaluation

Find the place in the story where the two ants' problems begin. In their Reading Log, discuss how their problems develop, grow, and are solved.

Day 2

Review with students some of the difficulties African-Americans continued to face through the 50's and 60's. Refer back to chart started on Day 1 of previous week, adding to it if necessary.

Go to: <http://www.storylineonline.net/>

- *White Socks Only*

After reading this story, use the Story Structure mini-lesson in the CLLG page 80 to develop comprehension skills. Use the assessment/evaluation question from day 1 to guide discussion on *White Socks Only*.

Assessment/Evaluation

Have students apply story structure mini-lesson to reading from guided reading groups.

Day 3

Introduce Ruby Bridges through the following link:

<http://www.youtube.com/watch?v=mWW7vrtM-sY>

- Book Trailer for *Ruby Bridges Goes to School*

After watching the trailer, use the following lesson plan to help guide instruction over the next two days.

<http://teacherlink.ed.usu.edu/tlresources/units/byrnes-famous/rubybrid.html>

Read the background information and discuss the problem in Ruby's story. Ask students to think about the reasons her parents wanted to send her to that school. If it is available, read *The Story of Ruby Bridges*.

After developing background knowledge, lead class in the following activities from the website.

Think-pair-share. Individually, have students think of the many differences they note among their classmates. For example, eye color, hair color, languages spoken, has the ability to roll their tongue, etc. In pairs, have the children share the differences they thought of. As a class, students will list all of the differences they came up with.

The students will then chart these differences. While charting these differences, the teacher will point out that there are numerous differences among the class and that each difference makes us unique from everyone else.

2. Guided Discussion: Discuss the differences charted from the think pair-share activity. Define the term equality and ask children if these differences make one person better than another. Provide children with hypothetical situations in which some of the class members were given certain privileges that other students could not participate in because they were different. For example, only girls were allowed to eat their lunch in the cafeteria while the boys had to eat their lunch outside (no matter what the weather was like). Or, children who were left handed had to attend a different school from those right-handed children. Ask students how they would feel if they couldn't do everything that other children could do just because they were different in some way. Emphasize that although we may be very different from one another, we are all equal and that we each deserve the same opportunities and privileges. Reinforce what the meaning of equality is.

Briefly introduce Ruby Bridges to the students as one who was viewed by

many as having differences from others. Focus children's attention on Ruby's courage and strength as you read The Story of Ruby Bridges.

Teaching Empathy: The Story of Ruby Bridges Lesson Plan

Introduce writing assignment. Complete Story Map

Assessment/Evaluation:

In their Reading Logs, have students answer the question: How would you feel if you couldn't do everything that other children could do just because you were different in some way?

Day 4

Review concepts from previous two days. Lead student in the following activity to help increase understanding of Ruby Bridges and the impact she had on history.

Taken from Ruby Bridges Lesson Plan

Numbered Heads: Upon reading the book The Story of Ruby Bridges, present the following questions on the board:

Who was Ruby Bridges?

What made Ruby so different from everyone else?

How would you feel if you were Ruby?

What would you do if you were Ruby in that situation?

In what ways has Ruby's strength and courage affected your lives?

Divide the class into 4 or 5 groups. Within each of these groups, have children number themselves 1 to 5. Each group will discuss all of the five questions on the board, making sure each member understands both the question and the answer. Once each group has been given enough time to discuss each question, assign the 5 questions on the board a number 1 through 5. Each group member will be responsible for the question that matches their assigned number (given earlier in the activity). Provide students enough time to gather their thoughts. Each group member will then be given the opportunity to orally share what they have discussed as a group.

Teaching Empathy: The Story of Ruby Bridges Lesson Plan

Continue work on Story Map and begin writing story outlined on curriculum map and in the lesson. Complete work on Day 5.

Day 5

Complete work on writing assignment and any other activities from this week